THE SUSTAINABLE DEVELOPMENT GOALS IN HIGHER EDUCATION

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One of our core objectives is to support universities (& HEIs more generally) to mobilise on the SDGs, e.g.:

- University Commitment to the SDGs (2016–)
- Getting started with the SDGs in Universities (with ACTS) (2017)
- Accelerating SDGs Practice Initiative (with ACTS) (2019–)
- Accelerating Education for the SDGs in Universities (with SDSN) (2020)

http://ap-unsdsn.org/
The world is facing increasingly complex and interconnected challenges. The SDGs are a framework to focus efforts on solving them.

HEIs are critical to achievement of the SDGs, and can contribute in many different ways.

The knowledge, skills and mindsets to address the SDGs are relevant to all HE learners. This is one of the main (non-BAU) contributions HEIs can make.

Elements of education for SDGs can be incorporated into almost any HE learning & teaching activity, but institutional approaches are needed for scaling up.
THE SDGS

A framework for achieving social inclusion, environmental sustainability, and economic prosperity by 2030.

- Globally agreed
- Universal
- Interconnected
- Needs all actors
- Inspiring
- Urgent!!!
HOW HEIS CAN CONTRIBUTE TO THE SDGS

Research on the SDGs
- Interdisciplinary and transdisciplinary research
- Innovations and solutions
- National & local implementation
- Capacity building for research

Quality education
- Equal access
- Jobs for implementing the SDGs
- Education for the SDGs

Governance and operations aligned with SDGs
- Incorporate into university reporting

Public engagement
- Cross-sectoral dialogue and action
- Policy development and advocacy
- Advocacy for sector role
- Demonstrate sector commitment

MONASH University

MONASH SUSTAINABLE DEVELOPMENT INSTITUTE
EDUCATION FOR THE SDGS

SDG 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

What does this mean for HEIs?

→ HEIs need to provide their learners with the knowledge, skills and mindsets to contribute to solving the world’s complex sustainable development challenges and to achieving the SDGs, through whichever profession or path they choose in life.

→ There is considerable knowledge on how to do this, but it is currently not mainstream in HEIs.
**EDUCATION FOR THE SDGS IN HEIS**

**ANY EDUCATOR CAN START INCORPORATING ELEMENTS OF EDUCATION FOR SDGS INTO THEIR ACTIVITIES.**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Transformative approaches</th>
<th>Learners &amp; avenues</th>
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<tbody>
<tr>
<td>General knowledge of sustainable development and SDGs</td>
<td>Interdisciplinarity</td>
<td>Relevant to all university stakeholders (students, staff,</td>
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<td></td>
<td>• Interconnections &amp; systems</td>
<td>industry &amp; wider community)</td>
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<tr>
<td>Cross-cutting skills and competencies</td>
<td>Action/problem-based learning</td>
<td>Aspects can be delivered through most university activities</td>
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<td></td>
<td>• Real or theoretical</td>
<td>(formal or informal)</td>
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<td>Profession-specific knowledge and skills</td>
<td>• Campus, local community, national, global, etc.</td>
<td>Can be integrated into existing activities, or developed as</td>
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<td>Mindsets to contribute to positive change</td>
<td>Multi-actor involvement</td>
<td>stand-alone activities</td>
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<td></td>
<td>• Students, other areas of the institution, other sectors,</td>
<td></td>
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<td></td>
<td>etc.</td>
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ANY EDUCATOR CAN START INCORPORATING ELEMENTS OF EDUCATION FOR SDGS INTO THEIR ACTIVITIES.
SCALING UP

HOWEVER, SCALING UP EDUCATION FOR THE SDGS REQUIRES INSTITUTIONAL APPROACHES – AND POTENTIALLY INSTITUTIONAL TRANSFORMATIONS

Maximise impact

• Strategic roll-out, maximising reach, depth, priorities

• Efficient use of resources and expertise

Overcome barriers

• Personal barriers (e.g., mindsets, lack of capacity)

• Organizational barriers (e.g., silos, slowness in processes, lack of capacity)

• External barriers (e.g., institutional context, lack of standard methodologies, partnering)
MSDI SUSTAINABLE DEVELOPMENT EDUCATION

MSDI’S MODE OF OPERATION SUPPORTS UNIQUE TRANSFORMATIONAL LEARNING PROGRAMS FOR THE SDGS

MSDI values:
• Transdisciplinarity
• Real-world problems and needs
• Partnerships and collaboration
• Innovation and entrepreneurship
• Systems transformation lens
• Staff with expertise in transdisciplinary research, education and engagement

University Courses
• Leadership for sustainable development stream & units
• Expert advice on education for sustainable development

Postgrad Research
• Behaviour Change Graduate Research Industry Partnership
• SDG transformations PhD program

Co-Curricular
• Green Steps
• Leave No One Behind

Executive Education
• Climate change & business risk
• Behaviour change micro-credentials
• McKinnon Institute for Political Leadership
UPCOMING VIRTUAL REGIONAL WORKSHOP!

• Focus on whole-of-institution (or whole-of-faculty) approaches


Accelerating education for the SDGs across our higher education institutions

Regional workshop

Tuesday 9th & Wednesday 10th February 2021
15:00-17:00 NZDT | 13:00-15:00 AEDT | 10:00-12:00 AWST
THANK YOU!
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